DOCUMENT RESUME

ED 030 034 AC 004 352

Report of the Third Session (Unesco House, 9-17 December 1965).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Comm. for the Advancement of Adult Education.

Pub Date 66

Note-34p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors-*Adult Education, *Continuous Learning, *International Education, *International Organizations, Publications

Among the items of business reported from the 1965 session of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) International Committee for the Advancement of Adult Education are: the concept of continuing education and its consequences for the total UNESCO program; plans to replace the International Journal of Adult Education with two periodicals; a proposal to amalgamate advisory committees; and UNESCO adult educational activities since 1963 in such areas as mass media and women's education. Recommendations are also given for the support of documentation and leadership training, experimental centers integrating all levels of formal education, cooperation between the International Committee and the UNESCO Secretariat, compilation of a classified record of recommendations, and other changes. Also included are the agenda, participant roster, and a detailed supplement on problems, methodology, and suggestions for action in promoting international understanding through adult education and out-of-school youth activities. [Not available in hard copy due to marginal legibility of original document.] (ly)

ED 030034

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Distribution: general

UNESCO/ED/219
PARIS, 23 February 1966
Original: English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL COMMITTEE FOR THE ADVANCEMENT OF ADULT EDUCATION

Unesco House, 9-17 December 1965

REPORT OF THE THIRD SESSION

Contents — Paragraph number

I.	Introduction	
II.	Unesco's Adult Education Programme since March 1963	1
III.	International Journal of Adult and Youth Education	11
IV.	Compilation of Recommendations on Adult Education made by International Conferences, Meetings, etc.	14
V.	Concept of "Continuing" Education and its consequences on the overall programme of Unesco	17
VI.	The Promotion of International Understanding through Adult Education and Out-of-School Activities of Youth	35
VII.	Consideration of Unesco's draft programme	43
VIII.	Other business	51
	Votes of thanks	53
	Appendix 1 - Agenda	
	Appendix II - List of participants	

I. Introduction

(a) The meeting was opened by the Assistant Director-General for Education, Mr. Gabriel Betancur-Mejía. Among the points included in his opening address were the following.

(b) The International Committee was meeting immediately after the Committee of Experts on Literacy. This coincidence in timing was not due to chance but reflected the intra-relationship in membership and responsibilities of the two committees.

(c) 1964-1965 represented important years in which the work of Unesco in out-of-school activities had culminated in two major events, the Grenoble "World Conference on Youth" and the Teheran "World Congress of Ministers of Education for the Eradication of Illiteracy".

(d) The Teheran Conference had stressed the essential link between literacy education of adults and continuing education of adults, and had placed on record its conviction:

> That literacy education for adults must be seen as a special but less integral part of the overall adult education programme of each country;

that adult education (including literacy) in its turn should be recognized as an integral planned part of the total educational system of the country, and educational plans, budgets and organizational structure should take full account of this essential relationship;

that adult education (including literacy) must be seen as an integral and essential factor of economic and social development plans and that budgetary provisions for such plans should include adult education.

(e) The Grenoble World Conference on Youth represented a landmark in the development of out-of-school education for youth in the same sense that the Montreal Conference on Adult Education represented a historical turning point in the history of adult education. The Grenoble Conference brought forward new voices, new ideas, new concepts which will influence materially the shape and scope of future programmes of youth education and youth activities.

(f) Apart from the Teheran and Grenoble Conferences, there had been two other regional conferences and seminars of major significance for the future of the continuing education of adults. These were (a) the seminar on the "Rôle of Schools and Universities in Adult Education" held at Sydney, Australia, in January 1964 and (b) the European Seminar on "Adult Education and Leisure" held at Prague, Czechoslovakia, in 1965. While both were regional in character, their discussions, conclusions and recommendations had implications for adult education throughout the world.

(g) Montreal represented a turning point in adult education and the impact of its deliberations and recommendations had been reflected in adult education programmes in many parts of the world. New developments emerging out of subsequent experiments, pilot projects, studies and seminars had resulted in a crystallizing and clarifying of the concept of "Lifelong education". One of the major tasks of the Committee would be to study and analyse the main factors which must not only influence present concepts of adult education, but which may well point the way to a major reorganization of education as a whole so that education (in its totality) can meet the need to acquire knowledge throughout life in a world of rapid change and of scientific and technological development.

(h) Election of the Chairman

Taking into account the possibility that this might be the last occasion on which the Committee met in its present form it was considered appropriate to maintain continuity in Committee Chairmanship. Mr. J.R. Kidd was therefore elected to the office of Chairman for the third time.

(i) Election of the Officers

Mr. F. Adam and Mr. M. Gaffud were elected as the two Vice-Chairmen and Mr. A.S.M. Hely as Rapporteur. The Chairman and these officers constitute the Bureau of the Committee.

(j) Adoption of the Agenda

The Committee adopted the Agenda (which is set out as Appendix I to this report) and expressed appreciation of the fact that shortening of the Agenda would permit the members to give detailed consideration to 3 major subject areas. The Chairman pointed out that any items of special interest to members not specifically referred to in the Agenda could be brought up under Item VII "Other Business".

II. UNESCO'S ADULT EDUCATION PROGRAMME SINCE MARCH 1963

1. In examining and discussing the nature and scope of Unesco's Adult Education programme since its second meeting (1963), the Committee's task was facilitated by the thorough documentation provided in a working paper and the further information provided by the Secretariat, including members of the "Continuing Education", "Literacy" and "Youth Activities" divisions of the Department of Adult Education and Youth Activities, and from Mass Communication, International Exchange Service, Advancement of Science, Educational Planning and School Education (section on Women's Education).

2. The Committee noted with approval (a) the development of the special pilot projects in literacy as endorsed by the General Conference in its thirteenth session, (b) the conclusions and recommendations of the Teheran Congress of Ministers of Education on the Elimination of Illiteracy and (c) the new selective, functional, intensive approach in the literacy campaign. In connexion with the latter, members emphasized the importance of ensuring that the application of the concept did not limit the access of women, and in particular young married women, to literacy programmes.

3. In considering the work of Mass Communications in the area of adult education since 1963, the Committee noted with satisfaction (a) the creation of the post of Chief of Educational Use of Mass Media with close links with the Department of Adult Education, (b) the field laboratory project in Senegal involving a long-range study of the use of radio and television in adult education in urban areas, (c) the Polish project involving the use of television for university level education for workers, and (d) the organization of conferences and training courses based upon the use of mass media in adult education.

4. In view of the less favoured position of girls and women in relation to educational opportunities in many parts of the world, the Committee heard with interest the report on Unesco's new programme for women designed to ensure that wherever possible, all the educational programmes of Unesco devote special attention to the need for equal educational opportunities for girls and women. This programme was welcomed by members as it was felt that adult education had an important rôle to play, particularly in civic education and the access of adults to vocational and technical training. The special need for retraining middle-aged married women re-entering economic life was emphasized.

5. In the area of popularization of science, pilot projects relating to the production of new teaching materials in science subjects, e.g. projects in Mexico and Brazil, were resulting in secondary school textbooks which could be (and had been) used successfully in adult education. There was now a wealth of material of this type in the form of films, filmstrips and books, which could be used by adult educators. Unesco, in awarding the Kalinga Prize, to outstanding writers of popular science books had built up a library of books in this field. The Committee believed that Unesco should examine these books with the idea that a selection might be made for translation and publication as a series of popular science texts.

6. Referring to an earlier recommendation of the Committee re adaptation of school building plans to meet the need of adult educators and youth activities, the Committee was informed that three Unesco regional centres concerned with the planning of school buildings (Mexico, Sudan, and Bangkok) were working upon ways in which school building plans could be designed not only for the use of schoolchildren, but also for adult education and youth activities.

7. In answer to questions relating to other recommendations made at earlier meetings the Committee was informed: (a) that some recommendations would be implemented in 1966, e.g. a meeting of experts to consider the question of a uniform system of classification for adult education material; (b) that the recommendations made by the Committee covered an extremely broad field and were treated by Unesco as a store of ideas and suggestions to be implemented over an extended period of time as policy and resources permitted; (d) that Unesco had concentrated the limited resources available to the Department during 1963-1965 primarily to two major programmes, "Literacy" and "Youth"; and (d) that Unesco saw the Committee not merely as an advisory body but also as a gathering of experts who could further adult education through the

direct influence they could exert upon governments and international and national NGO's. Some recommendations might in fact be implemented more effectively through the individual efforts of Committee members.

8. In conclusion, the Committee expressed its pleasure and satisfaction at the range of work undertaken by Unesco since 1963 in the field of adult education and with the encouraging progress achieved in special areas, particularly literacy, youth work and mass communication. It placed on record its appreciation of the documentation and information provided by members of the Secretariat and of the additional explanations given in answer to specific questions raised by members of the Committee.

9. The Committee was particularly pleased (a) at Unesco's action in raising adult education and youth activities to the status of a department, (b) at the appointment of a Co-ordinator of Adult Education as head of the department and (c) at the growing degree of co-ordination, co-operation and liaison developing between the Department of Adult Education and Youth Activities on the one hand and other departments of Unesco on the other in so far as the individual programmes related to adult education. The Committee urged that this encouraging trend toward co-ordination and interdepartmental liaison initiated by the new Co-ordinator should be given full support.

Recommendations

10. Recommendations and proposals made at previous sessions of the Committee, in so far as they have not been implemented or only partially implemented, should continue to receive the attention of Unesco, and in particular, action should be taken on the following recommendations contained in the report of the second session (ref. UNESCO/ED/200, June 1963).

Para. 16 (b) Support by Unesco of information centres;

(d) Strengthening of Unesco's own documentation centre in the field of adult education;

Para. 23 (a) Publication by Unesco of manuals of guidance on evaluation for field workers.

Para. 23 (e) Preparation by Unesco of a list of topics in which research is desirable, and encouragement by Unesco of suitable institutions to undertake specific projects.

Para. 38 (j) Encouragement by Unesco of inclusion of adult education in the curricula of teacher-training institutions

Para. 75 (c) Advice by Unesco on planning and equipping of educational buildings to provide for adult education.

III. INTERNATIONAL JOURNAL OF ADULT EDUCATION

11. During 1963-1965 the Director-General, bearing in mind the wishes of the Committee as expressed in para. 26 of the 1963 Report of the Committee, had examined the question of the future of the International Journal of Adult and Youth Education. After much consideration, he had decided, for technical reasons, that the Journal in its present form must be discontinued.

12. The plan was to replace the existing Journal by two periodicals. The first would be a periodical devoted to education as a whole in which articles on various aspects of adult education could appear from time to time. The second would be a periodical, devoted entirely to adult and youth education, more modest in scope than the present Journal and concentrating more upon the operational than the theoretical approach.

Recommendations

13. The Committee, noting the proposal of the Director-General to publish two periodicals, and in light of the reasons recorded in para. 26 of the Report of its second session, welcoming the decision that one of these periodicals would be devoted to adult education, mass literacy and out-of-school activities, recommends:

(a) That the periodical on adult education, while emphasizing issues prominent in the Unesco operational programme should not overlook the items suggested by the Committee in para. 28 (b) of the Report of its second session;

(b) That the Secretariat of Unesco should undertake a campaign to publicize this periodical among people likely to be interested, inter alia using the Courier for the purpose;

(c) That members of the Committee, both past and present, should give vigorous support to the Secretariat's publicity campaign.

IV. COMPILATION OF RECORD OF RECOMMENDATIONS

14. As a result of the direct programmes of Unesco and of its influence on the adult education programmes of Member States and NGO's, the number of important national, regional and international conferences, seminars, or meetings of experts on education in general and adult education in particular is increasing. The results of the deliberations of these specialized meetings are embodied in recommendations directed to Unesco, governments of Member States, international agencies or NGO's.

15. There is need for the collation of the important recommendations contained in Reports of these meetings, etc., in a classified form accompanied by brief notes on the action (if any) taken to implement them.

16. The Committee recommends:

Unesco should prepare and publish from time to time a classified compilation of significant recommendations relating to adult education made at international conferences and meetings.

V. CONCEPT OF CONTINUING EDUCATION AND ITS CONSEQUENCES ON THE OVERALL PROGRAMME OF UNESCO

17. The Secretariat introduced the discussion on the question of the concept of continuing education as outlined in the working paper COMEDAD/65/6. It was pointed out that until recent times life was divided into two distinct and unequal parts. The earlier (childhood and youth) was given over to the education considered necessary by society to ensure that the individual was equipped to function effectively in it. During the rest of his life (adulthood) the individual utilized the knowledge gained in youth. In relatively static societies this view of education as terminal and as limited to a short period of life was reasonably satisfactory.

18. In the contemporary situation, with scientific and technological advances; with social, economic and political changes taking place with ever increasing rapidity; with greater social and civic responsibilities being placed upon the average adult citizen; with democratization of cultural life; with a growing problem of leisure arising in country after country as a result of scientific development in industry and agriculture; with the breakdown of old traditions and long stablished customs; with the large-scale movements of populations from rural to urban communities, from region to region and from country to country; with the ever-rising flood of new knowledge resulting from research, the need for a new concept of education became more urgent than ever. In addition, terminal formal education, characteristic of traditional schools and colleges, was no longer adequate to provide adults with a stock of knowledge sufficient to assist them to meet the new problems facing them, to adjust to the new changes taking place, or to help them to understand and control the new forces at work in society.

19. The concept of "lifelong" education has arisen in face of these new needs and is receiving increasing acceptance. But experience indicates that to add additional educational opportunities for adults in a piecemeal fashion, following their earlier formal education, does not provide us necessarily with an educational structure satisfactory for today's needs. For the educational system to be both economical and effective, the utilization of scarce educational resources must be "planned" and education must be seen as a "totality".

20. Educational work with adults is often handicapped and made more difficult by reason of the earlier educational training received in the formal school system. For this reason adult educators have a responsibility to take a lead in seeking the participation of their colleagues in other branches of education in the task of reconsidering education as a whole - as an evolutionary, developing process stretching from childhood to old age. The International Committee should take the lead in opening the dialogue and in seeking to clarify this concept of lifelong education and the meaning it has in terms of Unesco's overall programme and of the rôle of adult education in Member States.

21. Members of the Committee expressed deep appreciation of the thought put into the preparation of the working paper COMEDAD/65/6 and for the Secretariat's introduction to the discussion on the concept of "lifelong education" or "éducation permanente".

22. It was recognized that this concept marked a new and revolutionary approach to education, an approach which would have important long-range implications for adult educators. It was recognized too that since the concept was revolutionary some questions were bound to be raised by educationists in other educational fields and must be answered.

23. Such questions could include (a) whether it was the task of adult educators to handle a concept which concerned formal education institutions ranging from elementary schools to universities as well as their own special field of competence - adult education and (b) whether the concept (however desirable its implications might be in the long view) was not too sophisticated in terms of today's needs in developing countries faced with widespread illiteracy and requiring immediate large-scale programmes of basic education in the areas of literacy, agriculture, co-operatives, health and parent education.

24. These were valid questions, but the Committee was convinced that they could be answered satisfactorily.

25. Adult educators, by the nature of their professional experience, having been forced to pioneer new techniques and methods of teaching, have found it necessary to link the education they provide to the direct needs of men and women and to sense more quickly the educational demands of a world in rapid change. This experience and experimentation, plus the very pre-condition essential to successful fulfilment of their tasks in adult education (that young adults should emerge from the formal education system eager and able to continue their education throughout life) not only justifies adult educators in taking the lead and raising the concept of continuing education with their colleagues in other branches of education, but in fact places the moral responsibility upon them to do so.

26. A number of interesting examples were referred to by Committee members which indicated that the concept of lifelong education had already been proposed and even experimented with in a number of countries.

27. On the question whether the concept of lifelong education was meaningful in terms of developing countries with their problems of mass illiteracy and desperate shortages of teachers, it was pointed out by members that in so far as planning the educational system (from elementary through to adult education) as an integrated totality would lead to efficiency, effectiveness and economy, the concept had even more relevance to the needs of developing countries than to those of the industrially advanced countries.

28. Lifelong education was vital for both developed and developing countries, but the industrially developed and richer States could possibly afford the inefficiencies of the existing educational system more easily than the still developing poorer countries. Once conviction of the need for the introduction of an educational system based upon the principle of lifelong education was recognized, developed countries had the resources to introduce the new system rapidly and effectively.

29. Developing countries had at the same time the disadvantages but also the advantages of starting their educational structure almost from scratch. If they spent their limited resources on copying the present educational system of industrially developed countries they might not only be wasting their scarce resources but could be saddling themselves with an educational system which

was already out-dated. With boldness and vision they could turn their present weakness to advantage and by rethinking the whole of education afresh in terms of their own needs could create new educational models for the world of tomorrow.

30. The new concept of lifelong education inevitably involves overall planning and therefore a deeper commitment and participation of governments in the area of adult education. All members of the Committee agreed upon the need for a large-scale extension of public participation in adult education work, but also re-emphasized the continuing and growing contribution which must be made by voluntary non-governmental organizations of all kinds, e.g. trade unions, co-operatives, women's organizations, youth movements and professional groups, etc., on the grounds:

That participation in voluntary organizations was a form of adult education itself;

that voluntary organizations in many situations could be more flexible and experimental than public institutions;

that voluntary organizations could pioneer new subject areas not yet included in the programmes of State bodies.

31. If the idea of education as both lifelong and comprehensive is to gain full acceptance, it is not enough just to state the principle firmly and clearly: but education auxiliaries other than the traditional ones of school and university must be of such quality that their value is unquestionable and their usefulness appreciated. Their contribution and efficiency must be of such an order as to be recognized, by those responsible for school and university education and, in general, the public authorities concerned, as meriting a place in the planning of education. Hence the urgency of decisive progress in the vast sector of out-of-school education, still inadequately explored, and still less adequately exploited.

32. In accordance with resolutions already adopted by the Unesco General Conference, Member States should be vigorously encouraged to get working actively on those educational activities. Information regarding typical successes, a scientific analysis of them, and regular reports on progress made would be of great value and should be guaranteed international distribution. Regional agencies for cultural co-operation should be invited to support these educational projects and keep in contact with them. These regional bodies and Unesco should investigate the leading subjects of current importance, bearing in mind that such studies should often be limited and specific and quite definitely concerned with sharply defined situations.

33. The following, taken outside the terms of reference of the Youth Committee and the campaign to eradicate illiteracy, might for example be suggested:

How can the mass information media (publishing, periodicals, radio, cinema and television) be brought to make the contribution to lifelong education which educationalists expect of them?

The rôle of non-educational organizations which nevertheless contribute substantially to education (trade unions, political parties, co-operatives, workers' committees, municipal authorities).

The status of private organizations seeking to provide out-of-school education for their own members or for broader sectors of the population (scope, methods, training and status of their leaders, resources, assistance from the authorities, equipment required, co-operation between them at various levels).

Agencies providing adult education (where necessary, educational methods used, characteristics of existing examples such as workers' or popular universities, social welfare programmes, the necessity for leave, proper recognition of efforts made).

Refresher and similar courses designed to bring knowledge and information up to date in universities as in vocational sectors.

The best framework for the various aspects of education: physical, sports, cultural, scientific, technical, civic, social, ethical. Distribution, according to age and the nature of the elements necessary for a full education, of obligations and responsibilities as between school and university education and the various forms of continuing education.

Recommendations

34. (a) Unesco should endorse the principle of "lifelong education" set forth in the paper submitted to the Committee, which may be defined briefly as "the animating principle of the whole process of education, regarded as continuing throughout an individual's life from his earliest childhood to the end of his days, and therefore calling for integrated organization. The necessary integration should be achieved both vertically, throughout the duration of life, and horizontally to cover all the various aspects of the life of individuals and societies".

(b) Unesco should bring to the attention of Member States and NGO's the account of the discussion of this matter at the third session of the Committee, as recorded in paras. 17-33 of this Report, and also the document, in which the idea is described and elaborated.

Unesco should seek to promote the widest possibly discussion, amongst those responsible for determining education policy, teachers, teacher training and pedagogical institutions, etc., of the concept of "lifelong education", and of its implications in particular national situations.

(c) In the implementation of the general recommendation contained in the foregoing paragraph, Unesco should:

(i) See that this concept is discussed by educationists, policy-makers and others in different countries and organizations with a view to bringing out its practical implications;

(ii) Recommend to the governments of Member States that they review their institutional education (i.e. courses of study and methods used at various schools, colleges, adult schools, correspondence and extension programmes, etc.) in order to see how far the concept of lifelong education has been or may be accepted and incorporated;

(iii) Invite those who control mass media in various countries, to consider how far they are able to discharge their responsibility towards their clientele in the context of this concept;

(iv) Promote the establishment of centres, each having a group of institutions of various levels located in the same surroundings but concerned with varying and differing disciplines, and fostering attitudes that would contribute to the concept of lifelong education;

(v) Arrange for research and studies on the aspects and implications of this concept; and examine its own structure and the working of its Education Department to see if it can, as at present constituted, be a satisfactory vehicle for this concept;

(vi) Undertake a series of research projects on different problems related to the concept of lifelong education.

(d) The Committee welcomes Unesco's extensive new programme on the promotion of women's rights and opportunities, and the priority it gives to the access of girls and women to education, and asks that as this programme develops Unesco give particular attention to the study of the questions which must be considered in relation to women's special needs within the concept of "lifelong education".

VI. THE PROMOTION OF INTERNATIONAL UNDERSTANDING THROUGH ADULT EDUCATION AND OUT-OF-SCHOOL ACTIVITIES OF YOUTH

35. Mr. Jessup introduced a paper, which had been circulated to members of the Committee, on the Promotion of International Understanding through Adult Education and Out-of-School Activities of Youth. This study followed a recommendation of this Committee at its last meeting to convene a group of consultants with a view to producing a report on the promotion of international understanding through adult education. The Secretariat had commissioned the preparation of a report on the situation relating to the subject in the following countries:

France:	Mr. J. Rovan, Vice-President of Peuple et Culture, Paris
India:	Dr. T.A. Koshy, Director, National Fundamental Education Centre, New Delhi
U.K.:	Mr. F.W. Jessup, Head of the Extra-Mural Department, University of Oxford
U.S.A.:	Professor C.O. Houle, Professor of Education, University of Chicago
USSR:	Mrs. R. Kourbatova and Mrs. R. Bezborodova, USSR National Commission for Unesco.

36. Mr. Jessup was appointed Rapporteur-Général and the paper now submitted was based on the five national reports and on discussions which had taken place during May 1965 at a meeting at St. Céré organized with the co-operation of the French National Commission for Unesco.

37. In introducing his paper Mr. Jessup referred to the fact that the Secretariat had provided a framework for the national reports, which was reflected in the paper now submitted; he emphasized the difficulty of correlating into a general report, five reports which revealed such different approaches to the subject; and concluded by emphasizing that the consultants were conscious of the magnitude and importance of the task which they had been set, and put forward the present paper not as a definitive document, but as a working paper on which it was hoped that further progress could be made.

38. The report was very fully discussed by members of the Committee, who in general found themselves in agreement with the approach to the subject, and with the conclusions. There was complete agreement about the importance of the promotion of international understanding through adult education and youth activities, and the Committee was gratified that, following the recommendation made at its last session, the Secretariat had arranged for such a report to be submitted for the Committee's consideration.

39. In relation to the form of the report, members of the Committee expressed the view that it might have been better to limit the report to adult education, omitting youth activities; that the limitation of the countries to be studied to five, and the selection of those countries, prevented the report from being a comprehensive document; and that since the five national reports on which the report was based were not strictly comparable, the inclusion of a large number of illustrations drawn from them might be confusing rather than helpful.

40. As regards the contents of the paper, with which the Committee found itself in general agreement, suggestions were put forward by a number of members as to points which should be stressed, or new points which should be introduced. These included the assertion that the aim of promoting international understanding is more than merely to prevent war, but also involves a positive element, namely the development of a dynamic world of international co-operation; the inclusion of civics, government and social studies amonst the subjects the direct teaching of which is relevant to international understanding; the inclusion of a reference to the Universal Declaration of Human Rights; a reference to the effects of instability of world prices of raw materials upon the relationship between the developing and industrially developed countries; and the inclusion of a reference to the important part which suitable feature-films can play in the promotion of international understanding. It was suggested that Unesco might usefully institute a competition, with prizes, for the films or television programmes thought to be most effective in furthering international understanding. Reference was also made to the value of embassies as a readily available source of information about other countries.

41. As regards action to be taken on the paper, some members felt that:

The "Montreal Declaration" should be included in the report.

Member governments and NGO's should be invited to present periodical reports describing the situation in their respective countries or areas of interest, and explaining how adult education for international understanding was being developed. It should be stressed that the present report was far from being an exhaustive or final document, and that much work needed to be done on the subject in national Ministries of Information and elsewhere.

Recommendations

42. (a) The Committee, approving Unesco's action in arranging a meeting of consultants to produce a report on "The Promotion of International Understanding through Adult Education" for consideration at this meeting of the Committee as recommended in the report of its last meeting (ED/200, para. 87 (k)),

(b) expressing its appreciation of the work of the Rapporteur and the five members of the group of consultants for the production of UNESCO/ED/COMEDAD/65/4 and

(c) accepting with thanks the offer of Mr. Jessup to revise the document in the light of the Committee's discussions and suggestions, and deleting references to the national reports,

(d) recommends that the revised document be published and circulated widely through governments of Member States and NGO's.

VII. CONSIDERATION OF UNESCO DRAFT PROGRAMME FOR 1967-1968 IN THE FIELD OF ADULT EDUCATION

43. The discussion on the Draft Programme for 1967-1968 was introduced by Mr. A. Deléon, Co-ordinator of Adult Education and Director of the Department of Adult Education and Youth Activities. He outlined the three principles which had influenced the draft programme now before the Committee, principles emerging from the thinking and experience of the Secretariat and the Executive Board, and as a result of the advice and recommendations emerging from committees, conferences and meetings of experts. These principles were (a) integration, (b) concentration, and (c) the priority of the "operational" aspect of programmes.

44. Integration. Efforts towards greater integration of the programme policies of the Department involved the attempt to close the gaps between school and out-of-school education, and between various phases of out-of-school education. One reflection of this trend was the proposal to bring the work of the three existing Advisory Committees (the Committee on Adult Education, the Committee of Experts on Literacy and the Committee on Youth) closer together. It had been suggested that the three Committees be amalgamated into one Committee since there was the natural overlapping of functions and interests between them. However, present proposals were that two Committees should be continued (a) Committee of Experts on Literacy, and (b) the present International Committee on Adult Education, the responsibilities of the latter Committee being broadened to cover out-of-school education for youth. The two tendencies of "integration" and "specialization" must be taken into account and the conflict between them reduced.

45. Concentration. There was general recognition of the need for Unesco not to disperse its energies too widely but to concentrate on a few major problems so that the greatest impact could be made. This applied in particular to the work of the Department of Adult Education and Youth Activities. In the 1967-1968 Programme the efforts of the Department were being concentrated mainly on three major areas - "literacy", "youth", and the consideration of "Education in its totality" or "éducation permanente".

46. From preparational stage to operational stage. With the work which has already been completed in the area of defining tasks, methods and policy, it was now possible, and important, to switch resources to operational programmes. The increase in extra-budgetary funds would enable operations to be carried out on a broader scale in the immediate future.

Future of Advisory Committee

47. The question of the future of the three existing Committees concerned with adult education (including literacy) and the out-of-school education of youth, and the degree of amalgamation desirable, were considered at some length. The main points emerging from the discussion were:

By reason of the interlocked nature of adult literacy, continuing education for adults and out-of-school education for youth, the field of study of the three existing Committees was likely to overlap to a marked degree;

in so far as the overlapping occurred there would be an advantage in terms of integration of work and in terms of economical use of resources of time and money if these areas of study could be considered by a single amalgamated committee;

a further advantage of amalgamation lay in the possibility that the savings resulting from the cancellation of meetings of two of the three Committees would permit the remaining Committee to meet twice in the two-year period instead of once as at present, thus ensuring greater continuity in its work;

there was general agreement that eventual amalgamation of the three Committees was logical and desirable, but that in the process of this amalgamation a balance had to be achieved between the values of "integration" and the need for areas of "specialization". It was agreed that this could be solved within the framework of one Committee if the meetings of the Committee could include plenary sessions as well as special commissions dealing with the distinct problems of "literacy", "general adult education" and "youth activities";

in addition to these separate commissions at committee meetings, it would be possible to call together from time to time, panels or sub-committees of experts and deal with special aspects of the "literacy programme" or "youth activities";

the logical first stage in amalgamation would be the fusion of the Expert Committee on Literacy with the International Committee for the Advancement of Adult Education. However, it was recognized that the problem of literacy was such a special and major one at the present time that Unesco required the advice and guidance of an Expert Committee on the planning, the operation and the continuing evaluation of the experimental literacy projects it was undertaking. It was therefore considered desirable that the Committee of Experts on Literacy be continued in its present form in the meantime with the intention of amalgamating it with the International Committee for the Advancement of Adult Education as soon as the time was appropriate;

the Committee agreed that at this stage the process of amalgamation should involve the fusion of the Committees of Out-of-School Education of Youth with the International Committee for the Advancement of Adult Education subject to the provision within the scope of committee meetings, or through ad hoc sub-committees, of organized study of special problems relating to youth activities and the activities of institutions concerned with youth.

48. Apart from the question of the future committees concerned specifically with adult and youth education, the discussion ranged over the whole of the draft programme as described in document 71 EX/5 relating (a) to the work of the Department of Adult Education and Youth Activities and (b) to the programme of other Unesco Departments in so far as these programmes related to adult education projects.

49. Some of the major observations and suggestions made in this discussion follow:

Members felt that prior to the holding of the proposed Symposium of leading personalities in fields of education, science, philosophy and the arts to study the principal aspects of "lifelong" education (Section 1.27(a), para. 45 of 71 EX/5), Unesco should encourage as wide an examination and discussion of this concept at the national level as possible; the results of such studies and discussion will then provide a firm base for the international meeting.

The Committee was pleased to hear that experimental projects in literacy (Section 1.28, paras. 49 and 50) were planned:

(i) To involve wherever possible a direct relationship between literacy work and programmes of agricultural extension and scientific developments as they affected agricultural production;

(ii) to ensure that reading materials and teaching programmes would be designed specially for different economic groups involved in the functional literacy programme, e.g. materials would not be the same for textile workers as for agricultural workers;

(iii) so that assistance could be given to Member States, on request, for projects aimed at producing alphabets, dictionaries and manuals in the mother tongue for the promotion of local literacy programmes among special linguistic groups;

(iv) so that even though the literacy pilot projects might be limited to a restricted number of Member States, Unesco could assist all Member States under the special section relating to the Participation programme.

Members supported the proposal for the establishment of a European Centre on Leisure. They agreed that the studies and work of this Centre might have little immediate effect upon developing countries. Nevertheless the results of its work would be of value throughout the world at a later stage when scientific and technological developments made widespread leisure a more normal feature in developing countries.

In the discussion on rural education work it was felt that there was need to make a fuller use of libraries and village museums. In some countries village libraries were already an active force in adult education, but there was a danger that these might become merely a forum for the educated village élite.

Consideration should be given in the 1967-1968 Adult Education Programme to the potential rôle of the theatre, both contemporary and traditional, in literacy and continuing education work.

In connexion with mass media, particularly television and radio, discussion centred on the need for a continued effort by Unesco:

To bring together television and radio programme directors from the developing countries in an effort to arouse their interest in the responsibilities of these media in the area of community education and adult education;

to an earlier recommendation of the Committee to secure the co-operation of the electronics industry in the design and production of a cheap transistor radio and tape recorder for use in developing countries. The Secretariat explained that this was already being explored as far as radios were concerned.

The Committee expressed satisfaction with the plans for the development of clearing house services, the proposed abstracting service and the establishment on a firm basis of a Unesco Documentation Centre on Adult Education (including Literacy) and Youth Activities.

The Committee expressed approval of the plans to bring the Programme of Educational Travel Grants for Workers within the scope of the responsibilities and programmes of the Department of Adult Education and Youth Activities.

The Committee suggested that Unesco should use its influence to ensure that any national or regional teacher-training college or institute with which it was associated should be urged to include some training on adult education and adult education methods in the curriculum, thus ensuring that the trainee teachers were not only equipped to teach children but also to participate as teachers and leaders in adult education work (including literacy).

Recommendations

50. The Committee recommends:

(a) That in preparing the final draft of the 1967-1968 Programme Unesco should consider the possibility of establishing a pilot centre which could carry out an integrated education programme involving elementary, secondary, university and adult education, in order to experiment in the application of the principle and concept of lifelong education;

(b) that the Director-General should appoint a research officer to the Department of Adult Education and Youth Activities who could:

(i) Develop, in association with adult education leaders, a list of research studies necessary for the further advancement and promotion of adult education;

(ii) maintain liaison and co-ordination between research and studies on problems related to adult education undertaken by the different departments of Unesco;

(iii) maintain liaison with adult education organizations and research institutions throughout the world, thereby promoting research in the field of adult education and at the same time encouraging co-ordination of the widespread research work of those bodies with that of Unesco;

(c) that consideration should be given in the 1967-1968 Programme of the Department of Culture to the institution of study projects on the potential rôle of the theatre, both contemporary and traditional, in literacy and continuing education work;

(d) that, as proposed at the second session of the Committee, Unesco should continue discussions with the International Telecommunication Union and the Regional Economic Commissions of the United Nations on the possibility of the mass production of low-cost sturdy transistor radios and tape recorders for the developing countries;

(e) that Unesco should use its influence to ensure that the Asian Institute for Teacher Training is encouraged to include a section on adult education in its curriculum in order that lecturers trained in the Institute are equipped not only to teach children but with the knowledge necessary to participate fully in adult education work;

(f) that in addition to the programme envisaged, Unesco give consideration to the possibility of arranging a meeting of controllers and makers of films, radio and TV programmes in developing countries in order to discuss the responsibilities and impact of these media on the education of adults;

(g) recalling that at its second session in 1963 it had proposed that Unesco should take all possible steps to ensure that adult education was accepted as an essential element in economic development, so that it might be given due thought by development agencies such as UN Special Fund and World Bank, the Committee notes with satisfaction the working relationship between Unesco and the World Bank on educational projects, but regrets that the co-operation at present gives little scope for World Bank projects in the area of adult education. It therefore recommends that Unesco urge the World Bank to review its criteria for acceptance of projects so as to include adult education as a major factor in economic development.

(h) The Committee further recommends that Unesco encourage and assist Member States in formulating and submitting projects on adult education to the World Bank as a vital element in programmes of industrial or agricultural development.

VIII. OTHER BUSINESS

Co-operation between Committee members and Secretariat

51. The Committee discussed at some length ways in which members of the Committee, as individuals, as members of national and international NGO's, and as members of national institutions and agencies concerned with adult education, could most effectively support and foster the work of the Unesco Secretariat in the general area of the advancement of adult education. Particular attention was paid to the rôle which might appropriately be played by members whose terms of office were coming to an end.

The Committee recommends:

52. (a) That whenever possible the services of members of the Committee should be utilized in an advisory capacity for the carrying out of projects included in Unesco's programmes related to adult education.

(b) As experienced members of the Committee completed their term of office their special experience and qualifications should be utilized. In order to maintain a continuing link, the Committee suggests that immediate past members of the Committee should continue to receive working papers, reports and other documents in connexion with the work of the Department and the Committee, for a limited period of years (say 4) after their retirement from the Committee.

Votes of thanks

53. Votes of thanks were unanimously accorded to Mr. Kidd (Chairman), Mr. Gaffud (Vice-Chairman) and to the members of the Secretariat who attended the meeting.

APPENDIX 1

AGENDA

1. Election of the Chairman
2. Election of Officers
3. Adoption of the Agenda
4. Report on Unesco's programme in Adult Education since the last meeting of the Committee
5. Consideration of the concept of continuing education and its consequences for the overall programme of Unesco
6. Consideration of the report on the contribution of adult education organizations to international understanding, following the expert committee meeting held in May 1965
7. Consideration of Unesco's Draft Programme for 1967-1968 in the field of adult education
8. Other business.

APPENDIX 2

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

(a) Members of the Committee/Membres du comité

Dr. Felix Adam	Director de Educacion de Adultos, Ministerio de Educacion, Caracas, Venezuela
Mr. Youssef Ibrahim El Afifi	Director-General, Fundamental Education and Literacy, Ministry of Education, 30 Shareh El Mobtadayan, Appt. 40, Sayeda Zenab, Cairo, U.A.R.
Mr. C.H. Barbier	Directeur de l'Union suisse des Coopératives de Consommation, 14 Thiersteinerallee, Bâle, Suisse
Mr. André Basdevant	Inspecteur général de la Jeunesse et des Sports, Ministère de l'Education Nationale, 1, rue Cassini, Paris, 14ème
Mrs. Stana Dragoi	Secrétaire, Fédération syndicale mondiale, Rue Janska 100, Prague 1, Tchécoslovaquie
Dr. Miguel B. Gaffud	Vice-President, Manila Central University, Manila, Philippines
Mr. Kwa O. Hagan	Deputy Director, Institute of Public Education, University of Ghana, P.O. Box 31, Legon, Ghana
Professor K. Hatano	65 Otsukamachi BunkyoKu, Tokyo, Japan
Mr. A.S.M. Hely	National Secretary of Adult Education, 192 Tinakori Road, Wellington, New Zealand

Mr. F.W. Jessup	University of Oxford, Head of Extra-Mural Department, Rewley House, Wellington Square, Oxford, United Kingdom
Mr. J.R. Kidd	Secretary-Treasurer, Social Science Research Council of Canada, 56 Sparks Street, Suite 505, Ottawa 4, Canada
Mrs. Ingeborg Lyche	Director, Division of Arts and Culture, The Royal Ministry of Church and Education, Sommerrogt 15, Oslo, Norway
Mr. Cisse Ben Mady	Directeur de l'Animation et de l'Expansions rurale, Ministère du Plan, Dakar, Sénégal
Mr. J.C. Mathur	Member Executive Board of Indian Adult Education Association and Joint Secretary, Ministry of Agriculture, Inderprastha Estate, New Delhi, India
Professor Mehti-Zade	Minister of Public Education of the Azerbaijan, Soviet Socialist Republic (Baku)
Miss Elizabeth Palmer	General Secretary, World Young Women's Christian Association, 37 Quai Wilson, Geneva, Switzerland
Mr. Horace Perera	Deputy Secretary-General, World Federation of United Nations Associations, 65 rue de Lausanne, 1200 Geneva, Switzerland
Mr. Gonzalo Rubio Orbe	Subdirector del Departmaento Técnico de la Junta Nacional de Planificacion y Coordinacion Economica, Quito, Ecuador

Mr. H.A. Tulatz	Assistant General Secretary, International Confederation of Free Trade Unions, 34-47, rue Montagne aux-Herbes-Potagères, Bruxelles 1, Belgique
Mr. Thurman J. White	Dean of Continuing Education, University of Oklahoma, Norman, Oklahoma, U.S.A.

The following members of the Committee were unable to be present:/Les membres suivants n'ont pas pu assister au comité:

Mr. Josef Grohman	Deputy Minister of Education and Culture and Director of the Czechoslovak Centre for Publishing and Booktrade, Valdstejnske námestí č.1 Praha 1, Tchécoslovaquie
Mr. Harry Nutt	General Secretary, The Workers' Educational Association, Temple House, 27 Portman Square, London W.1. United Kingdom
Mr. B. Shachar	General Secretary, General Federation of Jewish Labour in Eretz-Israel, Executive Committee, Centre of Education and Culture, Histadrut Building, 93 Arlosoroff Street, Tel Aviv, Israel
Mr. M. Vanistendael	Secretary-General, International Confederation of Christian Trade Unions, 148, rue de la Loi, Bruxelles, Belgique

(b) Observers/Observateurs

From Member States/Des etats membres

Republic of Viet-Nam	Mrs. Pham Bach-Tuyet
USSR	Mr. Roubanik

From intergovernmental organizations/Des organisations intergouvernementales

League of Arab States/Ligue des Etats arabes	Mr. R. Chaffey
Council of Europe/Conseil de l'Europe	Mr. Lionel de Roulet

International Bureau of Education Bureau international d'education	Mrs. Anne Hamori
Ibero-American Office of Education Bureau ibero-americain de l'éducation	Messrs. Enrique Warleta Fernandez, Manuel Sito Alba
Organization of American States Organisation des Etats americains	Mr. Louis O. Delwart
Organisation for Economic Co-operation and Development Organisation de coopération et de développement économiques	Mr. D. Kallen

From international non-governmental organizations/Des organisations internationales non gouvernementales

Catholic International Education Office Office international de l'Enseignement catholique	Mr. Descamps
Catholic International Union for Social Service Union catholique internationale de service social	Mrs. Naegelen Mrs. Bompois Mr. Didier
International Alliance of Women Alliance internationale des Femmes	Mrs. A. Lehmann
International Association of Universities Association internationale des Universités	Mr. D.J. Aitken
International Council of Women Conseil international des femmes	Mrs. K. Delavenay
International Federation of Free Teachers' Unions Secrétariat professionnel international de l'enseignement	Mr. Braconier Mr. Cousin
International Federation for Parent Education Fédération internationale des Ecoles de Parents	Mr. André Isambert Mrs. de Groote
International Federation of University Women Fédération internationale des femmes diplomées des Universités	Thérèse Salameh
International Theatre Institute Institut international du Théâtre	Mr. J. Darcante
UNDA - Catholic International Association for Radio and Television UNDA - Association catholique internationale pour la radiodiffusion et la télévision	Mr. R.P. Declercq

World Confederation of Organizations of the Teaching Profession Confédération mondiale des organisations de la profession enseignante	Mr. W. Ebert Miss E. Boucherant
World Federation of Trade Unions Fédération syndicale Mondiale	Miss J. Lévy
World Union of Catholic Women's Organizations Union mondiale des Organisations féminines catholiques	Miss M. Chavigny

Others:
Autres:

Holy See/Saint-Siège	Mr. Benelli

(c) United Nations Specialized Agencies/Agences spécialiseès des Nations Unies

International Labour Office Bureau international du travail	Mr. Paul B.J. Chu

(d) Unesco representatives/Representants de l'Unesco

Mr. Betancur-Mejía, Assistant Director-General for Education
Mr. A. Deléon, Director, Department of Adult Education and Youth Activities
Mr. P. Lengrand, Chief, Continuing Education Division
Miss R. Lazarus, Continuing Education Division

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MAY 2 0 1969
on Adult Education

Distribution: general

UNESCO/ED/219 Add.
PARIS, 12 August 1966
Original: English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL COMMITTEE FOR THE ADVANCEMENT OF ADULT EDUCATION

Unesco House, 9-17 December 1965

REPORT OF THE THIRD SESSION

ADDENDUM

The promotion of international understanding through adult education and out-of-school activities of youth*

I. INTRODUCTION

At the second session of the International Committee for the Advancement of Adult Education, held in March 1963, the subject of adult education for international understanding was considered. It is dealt with in section J (paras. 81 to 87) of the Report of the Second Session, and amongst the recommendations is the following:

> "The provision which has been made in the budget for 1963-1964 should be used in arranging a meeting of consultants to produce a report for consideration at the next meeting of this Committee on the promotion of international understanding through adult education." (para. 87 (k))

The recommendation was accepted, and in the spring of 1964 the Secretariat put in motion the procedure for inviting consultants (or "experts") in France, India, the United Kingdom, the United States of America and the Union of Soviet Socialist Republics to make reports on the situation in their respective countries so that the reports could, collectively, form the basis of discussion at a meeting of the five consultants proposed to be held in December 1964. Because the reports could not all be made available in time the meeting had to be postponed until May 1965, when it took place, thanks to the hospitable co-operation of the French National Commission for Unesco, at St. Céré, an agreeable small town in Perigord. Those present at the meeting were:

France - Mr. J. Rovan, Vice-President of Peuple et Culture, Paris.

India - Dr. T.A. Koshy, Director, National Fundamental Education Centre, New Delhi.

U.K. - Mr. F.W. Jessup, Head of the Extra-Mural Department, University of Oxford (who acted as the reporter).

U.S.A.- Professor C.O. Houle, Professor of Education, University of Chicago.

USSR - Mrs. R. Kourbatova and Mrs. R. Bezborodova, USSR National Commission for Unesco

French National Commission for Unesco :

Mr. A. Basdevant, Inspecteur Général de la Jeunesse et des Sports.
Mr. Y. Brunswick, Secretary-General of the Commission.
Mr. B. Clavel, Assistant Secretary-General of the Commission.

Unesco: Mr. P. Lengrand.

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* Report revised following discussion at the meeting of the International Committee for the Advancement of Adult Education, 9-17 December 1965.

This report is, therefore, based upon the five national reports, upon the discussions which the consultants enjoyed at their meeting at St. Céré, and upon the very full discussion which took place at the third session of the International Committee for the Advancement of Adult Education.

In order to achieve some degree of uniformity the Secretariat of Unesco suggested to the consultants a series of headings under which the reports should be written. Nevertheless the reports showed, as might be expected, wide divergences not only between practices in the five different countries, but also between the ways in which the subject was approached, and indeed between the interpretations placed upon the Secretariat's suggested headings. Consequently any attempt to analyse and describe the consultants' reports on a comparative basis would have no significance. For reasons of practicality the inquiry had to be limited to five countries; had it been possible to extend it to include others (e.g. one or two smaller countries, or a recently emerged nation state), the experience and views recorded would undoubtedly have been still more diverse.

Because of these differences in practice, it was deemed advisable, at the outset of the consultants' meeting, to agree upon the meaning to be attached, for the purpose of this study, to the term "adult education". The consultants were asked to extend their reports to include "out-of-school activities of youth," but because the subject of "the preparation of young people for international life and understanding" was dealt with at the International Conference on Youth held at Grenoble in August 1964, the Committee for the Advancement of Adult Education agreed that it was unnecessary to include specific reference to it in this report.

"Adult education" is a term with a more or less extended connotation. In this study it is taken to mean programmes deliberately devised to impart education to, or to inform, adults, or to influence their attitude and behaviour in matters affecting international understanding. Adult education, in this sense, embraces a wide variety of activities. They can be thought of as constituting three concentric circles: the inner circle comprises adult education in the traditional sense, where the intent of the teacher and of the student are both specifically educational, and includes, for example, adult education programmes of colleges and universities; the middle ring consists of the resources which are available to the individual in continuing his education, including libraries, museums, and the activities of certain voluntary organizations for which education is a secondary objective; on the periphery are activities which can be regarded as linked to education (though not designed for specifically educational ends) in that they influence attitudes and behaviour, as for example, the media of mass communication and tourism.

The variety of approaches to the promotion of international understanding through adult education is reflected in the variety of organizations and agencies referred to in the five national reports. This is understandable, for each country devises its own educational pattern to meet its own needs and aspirations. Moreover, patterns are constantly being modified, explicitly or implicitly, as needs and aspirations change. In each country, it is emphasized, the pattern is so complex that it would be impossible to give an account of all the organizations involved. Even if it were possible in this report to enumerate all of them the list, in itself, would have little practical significance, and differences in nomenclature might well conceal similarities of aim and method of organizations in different countries. In fact in any attempt to synthesize a series of reports emanating from several countries the "Rapporteur-Général" is constantly faced with the problem of trying to decide whether the same thing is denoted by different terms, or whether the same term denotes different things.

II. CONCEPTS OF INTERNATIONAL UNDERSTANDING AMONGST ADULT EDUCATORS

There is agreement amongst adult educators that the primary objectives in furthering international understanding can be described in the terms used to define the purposes of the United Nations (Article 1 of the Charter), namely "to maintain international peace and security ...., to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples ...., to achieve international co-operation in solving international problems ...., and in promoting and encouraging respect for human rights and for fundamental freedoms for all ...."

This is to look at the objectives of promoting international understanding from the general, collective point of view. However, there is another objective, the opportunity which it gives for

the enrichment and enlargement of the individual, and of the social personality through the awareness of other cultures (in the anthropologist's sense of the word). In other words international understanding is necessary to personal development; it also is necessary to a profound understanding of one's own country.

Thirdly, in the view of many adult educators, social justice calls for a more equitable sharing between nations of the world's resources. The extent to which the present inequalities hinder the development of friendly relations between nations is an uncomfortable fact which, because it is uncomfortable, is too often forgotten. A more equitable distribution will be achieved only as a result of more widespread international understanding, based on a recognition of the mutuality of interest which is involved.

Adult educators are not only agreed upon their general objectives in furthering international understanding, they are also agreed upon the dangers of a facile optimism and the folly of making grandiose claims for their achievements; the power of forces tending in a contrary direction is far too conspicuous to permit of complacency. Adult educators are conscious, too, that tensions between communities, like tensions between individuals, are inevitable, but believe that they need not be contentious, that they should not be allowed to lead to conflict, and that they may even be fruitful.

Whilst a wide measure of agreement, therefore, exists, it is nevertheless natural that views amongst adult educators are strongly affected by the cultural backgrounds and national histories of their respective countries. To give a concrete illustration of this abstract proposition the following paragraphs from the Indian and U.S.A. reports are quoted to show the widely different backgrounds against which adult educators in the two countries function:

> "A notable feature of Indian culture, which has a positive relevance to international understanding, is its catholicity. Mutually contradictory creeds can and do keep house together within the wide and hospitable Indian family. The tolerance of differences of opinion, creed, dress and language within its own fold and outside itself is an essential characteristic of Indian culture. There is another principle, allied to the philosophy behind tolerance, that one's judgements are partial truths and can never be absolutely true. Because Indian culture is not averse to foreign elements, it has continually grown vigorous in every age by appreciating and absorbing all that was best in the culture with which it came into contact."

> "The American effort consciously to foster international understanding has been profoundly influenced at every point by the history of the country, by its geography, and, most particularly, by the sources of its population. Beginning with the first enduring settlements early in the Seventeenth century, the United States has been created by those who left their native lands to seek political, economic, and religious liberty. A river of migration, often at full flood, has constantly reinforced the natural internal growth of the population, and this fact has always had major consequences in the country's internal life and in its relationship to other nations."

Yet in spite of differences of background probably all adult educators start from the hypothesis that the level of international understanding varies directly with the level of education. It is not a hypothesis that has been scientifically validated, but it is supported by everyday experience. Not every man whose formal education has progressed to a high level necessarily achieves international understanding - the educated bigot is a known phenomenon - but there is little prospect that the uneducated will achieve it. The abandonment of prejudices, stereotypes and clichés, which is essential to the furtherance of international understanding, becomes of increased importance in a world where the media of mass communication are so powerful, and it can be brought about only through education.

In place of prejudices, stereotypes and "clichés" the adult educator must seek to substitute careful observation, critical examination and objective judgement. There is no disguising the fact that this may create problems. Most people have a predilection for their own country, and patriotism and nationalism have admirable qualities; the man who is without affection for his own village, town, or country is unlikely to be a good citizen of the world. However, this natural prejudice in favour of one's own country may make it necessary for the adult educator to stimulate objective consideration of national policies and actions. This may not always be welcome to governments,

and governments have an ultimate responsibility for, and some measure of control over, adult education. On his side the adult educator must proceed with a proper humility, recognizing that he may not have, and probably cannot have, access to all the relevant facts. He must loyally seek to understand and to explain constructively the government's position, but as an educator he has the function of presenting both sides of an issue in an attempt to arrive at the truth. Particularly in times of tension or conflict he has a difficult rôle to play, refusing to become a government "yes-man", discouraging hysteria, and encouraging a cool, even-tempered, analysis of the situation.

Another problem is to steer a middle course between, on the one hand, emphasizing differences between peoples, and, on the other, glossing them over. Those who emphasize the differences usually do so in order to prove their own superiority, for, to these people, to be different from them means to be worse. But the other attitude, of refusing, in the name of a vague and sentimental universal humanitarianism, to admit that there are important differences, is no more useful. The educator's task is to try to understand the differences, their causes and their significance.

Against this background, is it possible to say, with more precision, what the concept of "international understanding" involves for adult education? There seems to be general agreement on the following five points:

(a) The first task is to arouse interest about other countries and other peoples, including strangers living in our midst, especially recent immigrants.

(b) The second stage is the provision of relevant knowledge and information, and of opportunities to acquire the linguistic skill necessary for fruitful meetings with other peoples.

(c) The third stage is the inculcation of an attitude of tolerance, acceptance, and respect towards the peoples of other countries. Tolerance is possible, and especially important, where affection is absent. Yet tolerance cannot be unlimited, for there are things which no virtuous man will tolerate. Moral principles must be upheld with fortitude but differences in which such principles are not involved need to be accepted with tolerance, an attitude which is often dependent upon education.

(d) Tolerance can develop into sympathy, a more positive attitude, a development in which, again, education plays an important part.

(e) Finally attitude affects behaviour and conduct, and sympathy leads to co-operative action.

All these factors are present in the concept of "international understanding", a concept which goes beyond a merely passive non-violent coexistence, and embraces the idea of active co-operation between peoples.

As regards paragraph (b) above, there are a variety of topics on which knowledge and information need to be made available through adult education. They include the way of life of other countries, their cultures (in the broad sense), their arts and philosophies, with more emphasis on the contemporary situation than on the cultures, arts and philosophies of the past; the problems they face and the degree of success with which they have been met; the history of relations between states, especially their recent history, and the analysis, with the fairness and objectivity which should be the distinctive quality of educational activity, of international situations which give rise to current problems; questions and problems of common concern to all men, such as the balance of world population and resources, the development and utilization of scientific knowledge, space travel, and the psychological, social, economic and philosophical factors that tend towards amity or towards hostility; and the work of international organizations in promoting peace and human welfare. The mere enumeration of these topics is enough to show how wide-ranging is the task to which adult education for international understanding is committed.

But there is also another side of the task for, as a consequence of migration, exchanges, study tours and the like, the adult educator increasingly has the opportunity, and therefore the obligation, to try to make his own country comprehensible to foreigners. Honesty of presentation is indispensable; any sort of cultural chauvinism is, in the end, self-defeating.

Adult educators in all of the countries studied are concerned about the limitation of international intercourse because of language difficulties. Although more people are studying foreign languages than ever before, and although more effective methods of language teaching are being evolved, the problem of linguistic barriers remains a real one. True understanding presupposes genuine communication. The man who has learned a foreign language has enlarged his area of communication, and perhaps even more important, has provided himself with the key essential to an understanding of a culture other than his own, but there will still be far more people with whom he cannot communicate for lack of linguistic skill. All children whilst at school should have the opportunity of learning a foreign language, and the teaching of foreign languages should be a normal part of adult education. That international understanding would thus be fostered is, of course, by no means the only argument in favour of foreign-language teaching.

Education for international understanding is not a discrete part of education. At the academic level, for example, it requires a multidisciplinary approach, and the humanities, the human sciences, and the social sciences are all involved. But at a more fundamental level it depends upon home and school as well as adult education. The child who grows up in a situation in which he feels secure, the child who has been taught to respect his fellows, is likely as an adult to achieve international understanding more readily than the one in whom insecurity has strengthened aggressive instincts or whose social education has been inadequate. Thus education for international understanding is a continuing necessity, not limited to any one period of the life span, though it is of especial importance to adult education for a great part of international understanding depends upon qualities which come only with maturity.

III. METHODS USED IN THE PROMOTION OF INTERNATIONAL UNDERSTANDING THROUGH ADULT EDUCATION

Methods must be suited to the needs and conditions of those for whom the programmes are devised. In The University, the Citizen and World Affairs (C.O. Houle and C.A. Nelson) a careful analysis is made of the variety of needs and conditions, and although the book is based mainly upon experience in the U.S.A., the analysis is a useful one, of general validity, though obviously requiring some modification in countries with a high degree of illiteracy. It is, therefore, summarized here as an introduction to this section of the report. Citizens it is suggested, can be divided, according to their knowledge and concern about world affairs, into four broad, somewhat overlapping categories: (1) at the lower end of the scale is the large bulk of the public - inattentive and uninformed; (2) at the next level is the attentive citizen, having some understanding of the importance of foreign policy; (3) next is the actively concerned citizen having a special interest in world affairs and seeking opportunities to learn more about international relations; (4) finally there is the specialist for whom international relations, or some aspect of the field, is his occupation.

If this framework is adopted, Houle and Nelson go on to suggest, programmes intended to build international understanding may be clustered around six broad objectives:

(1) to provide the opportunity for specialists to educate one another;

(2) to serve the continuing needs of attentive citizens for information and understanding;

(3) to serve the continuing needs of actively concerned citizens for a basic understanding of world affairs;

(4) to help actively concerned citizens acquire techniques for discharging their special responsibilities more effectively;

(5) to encourage some of the attentive citizens to become actively concerned and some of the actively concerned citizens to become specialists;

(6) to help make inattentive citizens attentive.

Probably few adult educators define their objectives with this degree of precision, but the methods described in the five national reports as being used in the promotion of international understanding through adult education, in spite of their great variety, can be related to one or

other of these six objectives. The descriptive sections of the five reports together run to at least 50,000 words, and it is not easy to summarize them fairly or to arrange the activities in comprehensive and logically exact categories. The following classification, in the view of the five consultants, is convenient and meaningful, and those responsible for devising educational programmes for adults may well find that the study of this summary of activities already in progress suggests further activities for inclusion in their own programmes.

1. Direct teaching

Obviously a knowledge of certain subjects leads directly to a widening and deepening of international understanding, and whilst some of them, e.g. geography or a foreign language, can be taught at school, there are others, requiring experience and maturity of judgement, which cannot profitably be embarked upon before adulthood. The principal limiting factor is the individual's own range of concerns; unless the citizen is already attentive his interest cannot be engaged, and except for some rare and adventitious reason he will not be found undertaking an educational activity related to international understanding. There is no panacea for this difficulty, so well known to all educators. There is nothing for it but to go on doing our utmost, seizing opportunities presented by matters of topical interest, using suitable and modern techniques, and recognizing that the importance of the issue justifies, and requires, our maximum effort.

Subjects which are particularly relevant include:

(a) Geography, especially human and economic geography.

(b) Foreign languages.

(c) Ethnology.

(d) History, a subject which presents many problems, especially the tendency to see the past from only one point of view. This is particularly true in the case of countries which were formerly linked in a colonial relationship. Indigenous history has been neglected and events have been seen from the viewpoint of the colonizing country. To see the same events from the point of view of the people of the colonized country would help to explain attitudes taken up by some recently emergent nation-states. If the teaching of history is to promote international understanding there must be no glossing over of facts - including the fact that colonialism was a complex phenomenon, with good as well as bad features.

(e) International law, international relations.

(f) Social studies, including civics, government, and economics, which have implications for international understanding.

(g) The cultures, including the religions, philosophies, literature and arts, of other countries.

(h) The study of problems common to men everywhere, e.g. ill-health, agricultural production, industrialization, the recognition and protection of human rights.

(i) The constitution and functioning of international and transnational organizations, including the operation of bilateral and multilateral aid programmes. An analysis of the action taken by an organization in relation to a particular problem or situation is more meaningful than a detailed explanation of the organization's structure.

Direct teaching may be carried on by a variety of means, such as series of lectures; classes and courses, long or short, residential or non-residential; correspondence courses; or radio and television. Its provision is usually the responsibility of educational authorities and institutions, but in some countries, particularly perhaps in the U.S.A., an important part is played also by the voluntary organizations built around world affairs.

In many forms of teaching textbooks play an important part. It goes without saying that they ought to be up to date, and as accurate and objective as a human account of human affairs can ever be - but if this goes without saying, it has to be added that textbooks too often fail to live up to this

ideal. There is no easy solution to this problem. An international imprimatur, by Unesco or by any other body, would be unthinkable even if it were practicable. In the writing and rewriting of school textbooks valuable co-operative work has been done by international groups of scholars. It may be that in certain fields a similar operation could be performed with textbooks used in adult education, but the immense range of books in use by adult students would make systematic international co-operation of this kind a task of formidable dimensions. However, a good deal could be done by informal, ad hoc consultation and co-operation.

2. Activities intended to convey information

Direct teaching of course includes the communication of information, but its purpose is educational, that is, broader than the mere communicating of information. In this section we are concerned with activities which are intended, by one means or another, to impart information, and which do not offer the same opportunity for interaction between the informer and the one who is informed as occurs in the teaching process; the student can question or argue with his teacher, he cannot so fruitfully question or argue with a book or a television set. The importance of the activities referred to in this section can hardly be overestimated, for international understanding is impossible unless the citizen has access to reliable and honestly presented information.

Of the great variety of means of communication those which are of special importance for our purpose are:

(a) The publication of books. The availability of inexpensive paper-backs has revoluntionized book-buying habits within the last twenty or thirty years, and although the selection of titles published as paper-backs reflects, in the main, the comparatively limited public interest in international and world affairs, the part which inexpensive books are now playing in the dissemination of knowledge about such affairs is worthy of note, and of encouragement.

(b) Similar progress can be reported in the work of public libraries, another important source of information. An adequately staffed library can do useful work in helping, guiding and encouraging its readers, and we hope that, possibly through their professional associations, librarians will consider whether they could do even more than they now do to promote international understanding through their activities.

(c) Some use is already made by adult educators of the information resources available through Embassies, but it is unlikely that they are used so fully as they might be.

(d) As communicators of information, newspapers and periodicals vary widely. Some try to present information soberly, fairly, and with a due sense of proportion; some seize upon the trivial and the sensational, failing to make any rational distinction between the important and the unimportant; others are partisan and tendentious, particularly in their handling of news concerning other countries. An important part of adult education is to get people to read their newspapers critically and, in connexion with any statement on international affairs, to consider how the event might have been reported "from the other side".

(e) Although in some countries the printed word is the most important of the "clasical" (as distinct from the "mass") media of communication, in others oral communication is more important, partly at least because of the prevailing degree of illiteracy. In parts of India, for example, social workers today use, successfully, the traditional informal means of adult education, based on readings, popular songs, a rhythmical prose, drama, ballads, and stories, and similar means would have to be employed for the large-scale communication of information about international affairs.

(f) Visual communication in general permits of less subtlety than verbal, but is capable of immediate and effective impact; hence the importance of exhibitions dealing with foreign countries, the work of international organizations, and such problems as famine, refugees, etc. Such exhibitions may be permanent or temporary, stationary or travelling. A tendency which has to be guarded against is the exhibition of only those aspects of a foreign country which are thought to be "cultural" or "picturesque". To learn something of the achievements, in the field of literature and the arts, of another country is part of adult education, but an exhibition hinders rather than promotes international understanding unless it gives a fair idea of the way of life in the other country today.

(g) The importance of the theatre as a means of communication varies from one country to another. In France, the Théâtre des Nations has been brilliantly successful. Where the drama is used as a means of communication it can be employed most effectively through active participation, which, educationally, is to be preferred to the rôle of a mere spectator.

(h) Perhaps music also should be included here. It is a powerful means of conveying feeling, but of limited use in the communication of ideas. Like visual communication it does not suffer from problems of linguistic barriers.

(i) In spite of the importance of all these means of communication, today it is the mass media which exercise the greatest influence, for good or for bad, on international understanding. Films deliberately designed to have an educational effect have their place, but a feature film, seen by millions of people, is likely to have a far greater impact. If it is an honest and friendly portrayal of another people it will arouse imagination and sympathy, but only too often such films show foreigners as being odd and unlike ourselves, and therefore either comic or sinister. As for radio and television, no one nowadays is likely to minimize their influence - especially the impact of television in those countries where nightly viewing is an almost universal habit.

Some, but by no means all, of the bodies controlling film production and showing, radio, and television are alive to their responsibilities in this respect. Adult educators can help to keep them mindful of their responsibilities, and of the importance of not underrating the intelligence and the interest of their audiences. The adult education movement is one means through which the consumers' views may be expressed to the producers.

Adult educators also need to study ways in which, in their work, the media of mass communication can most effectively be employed in the promotion of international understanding. No other medium possesses the same potentiality for arousing new interests, and this may prove to be the most important rôle of the mass media in adult education. The need for the critical examination of newspaper material, referred to above, applies equally to these media, and useful work is being done through the initiation of group discussion of selected radio and television programmes and films. More needs to be done in the way of the international exchange of programmes, and there is scope for the increased showing of foreign films and television programmes.

3. Conferences and colloquia

This category comprises a great variety of activities organized on a national or an international basis, some intended to provide opportunities for the exchange of information (a colloquium of specialists, for example), some to offer opportunity for study (a conference for "attentive citizens", for example), and some to influence attitude. A few general remarks apply to them all: they require careful planning, and promoters must be clear about their objective, and authoritarian procedures - which are alien to the spirit of adult education - must be avoided. It is possible to point to valuable consequences that have resulted from international meetings; the establishment, for example, of the International Congress of University Adult Education following the conference at Sagamore, New York, in 1960, and the development of university concern for adult education in German following a series of Anglo-German university conferences.

4. Exhanges, travel, study abroad, tourism

Of activities falling into this category there has been a considerable expansion in recent years, especailly on the part of citizens of the more affluent countries. The expansion is, in fact, the combined effect of comparative affluence and technological improvements in transport.

Tourism has now become a major industry, particularly in Europe and North America. It is impossible to estimate its effect on international understanding. Where the traveller goes in a receptive frame of mind, is able to make personal contacts, and to see the way of life of the people in the country visited, understanding will be enlarged; where he goes with a closed mind, he will find the evidence that confirms his prejudices and the instances which justify his stereotypes. Those responsible for adult education can do something to ensure that some tourists, at least, go with some relevant preparation, by arranging courses, however informal, on the language and character of the countries to be visited. Suitably written booklets and brochures would be an aid -

on an aeroplane they would be agreeable alternative reading to the instructions about what passengers should do in the event of disaster.

One phenomenon of recent years has been a large-scale increase in travelling on the part of young people. Many, in small groups, undertake long journeys by motor-car; youth hostels enable groups to decide their own itineraries, and, by visiting districts which are not essentially touristic, to get a truer understanding of the country and its young people; joining a vacation camp in a foreign country or working in one as a helper is another way in which an increasingly large number of young people are making fruitful international contacts.

Personal exchanges may take place on an individualistic basis, or in parties, large or small; they may be bilateral (groups from two countries) or multilateral (groups from several countries). Whatever form they take, adequate preparation and suitable physical facilities are essential if they are to be effective in promoting international understanding. There are advantages in inter-family exchanges, which permit of an intimacy and continuity that can rarely be achieved in exchanges arranged on an institutional basis. There are other advantages in exchanges in which the participants have a common interest, especially a vocational interest, or membership of an organization with transnational links, and in many instances it has been found that a common interest of this sort can go far to overcome the barriers of language.

An increasing number of people are going on study tours and summer courses in other countries. Such tours and courses can make a significant contribution to international understanding, and their organization becomes easier with the improvement of transport facilities.

Organizations exist for the establishment of pen-friendships. International correspondence courses might usefully be developed; at present they are meagre, but there appears to be no serious obstacle to their expansion.

Finally, an unprecedently large number of students are studying at universities and other educational institutions abroad, an undoubted contribution to international understanding in that the horizons of the academic community, both teachers and students, are thereby broadened, but it is one which really lies outside the scope of this report.

In spite of the development of exchanges, study tours, etc., more could be done with advantage. The restricting factors are lack of resources, both financial and physical (youth hostels, holiday centres, etc.), and lack of information about opportunities.

5. Voluntary work abroad

Collaboration in a specific project on an international basis, e.g. work camps for young people, and voluntary service for one or two years in a developing country, are methods by which international understanding can be fostered, provided that the work is undertaken in a genuinely co-operative spirit, not as a kind of propaganda, and provided that there has been adequate orientation. To enlarge upon the subject would be to go outside the terms of this report, but two comments are relevant to the extent to which voluntary work abroad is likely to foster international understanding: first, the receiving country must determine the conditions on which the help is given, so that the volunteers will know that their help is really desired; and secondly there is considerable mutual educational value in foreign volunteers and nationals of the receiving country working alongside each other, in joint teams.

6. Education for men and women whose work takes them abroad

An increasing number of men and women are being brought into contact with foreign countries through their work, thus offering adult educators opportunities for expanding their efforts to promote international understanding. Several groups can be distinguished:

(a) Immigrant and migrant workers, whose advent may lead to better international understanding, or may lead to friction and the hardening of prejudices. There is a twofold need and a twofold obligation; a need for preparation in the home country, which must be undertaken by or with the support of the authorities there; and a need for special educational arrangements to be made for them by the host country. Since the attitude of the host country

is so important it may well be desirable also to make special educational arrangements for the indigenous workers with whom the immigration or migrant workers will have to collaborate.

Some ministries of defence, whose soldiers were about to visit another country, made a practice of providing them with simple literature, giving some account of the country to be visited, its people, and their social customs and behaviour. It is at least as important that immigrant workers should be informed of these things as soldiers.

(b) Skilled men and women going to work for limited periods in developing countries will probably need short orientation courses. Simply from humanitarian motives they are likely to evince a warm sympathy for the poorer, and obviously necessitous, sections of the community. They also need to understand the less obvious, but real, problems which confront the emerging professional middle classes who are having to shoulder extensive administrative tasks with few resources.

(c) Seamen and aircraft crews are constantly visiting other countries but generally these visits are less productive of international understanding than they might be if they could be coupled with some suitable form of adult education.

(d) Similarly the internationalization of industry and commerce results in closer contact between people in different countries in the course of their work, and adult educators have sometimes seized the opportunity thus presented for developing programmes designed to promote international understanding. The joint arrangement, at Rochester, New York and Hull, England, of summer schools for American and English adult students results from the connexion of certain industrial organizations in the two towns.

(e) Because working abroad for a period is so effective a way of becoming acquainted with the people of another country, opportunities for foreigners to undertake temporary paid work should be encouraged, especially opportunities for young people so that they can work abroad during their vacations and earn enough to enable them to meet the costs of the visit.

7. Programmes aimed at racial harmony and understanding

Such programmes are of increasing importance because of population mobility, leading to large-scale immigration, and the more frequent confrontation of ethnic groups. It may be that the most serious problems of the next century will spring from differences between racial groups rather than between nation states. Efforts which are being made through adult education to promote interracial understanding and co-operation therefore forcibly contribute to international understanding and world peace.

8. Campaigns and associations promoting international understanding

Although not always thought of as being an aspect of adult education, the launching of campaigns and the formation of associations in support of some aspect of international understanding, supplying information and arousing imagination and sympathy, should be included; sometimes they can usefully be linked with more formal educational activities. The methods that are adopted vary widely, and include radio and television programmes; advertisements in newspapers and on hoardings and shop-window displays; the promotional work of clubs and societies; processions and rallies; celebration days and weeks. The objects directly relevant to international understanding which the organizers seek to promote in these various ways include: the work of the United Nations, Unesco, WHO, FAO, ILO and other international bodies; the World Campaign for Universal Literacy, International Co-operation Year, Freedom from Hunger; the education of public opinion in support of schemes for aiding developing countries; friendly relations and understanding between specific pairs or groups of countries.

9. The international work of non-governmental organizations

There are numerous voluntary organizations and institutions whose interests and links cross national boundaries, and so help to promote international understanding. Some of these are national bodies, such as certain youth organizations, having links with similar bodies in other

countries; some are bodies set up expressly to promote international co-operation, e.g. the International Congress of University Adult Education; others are institutions whose concerns transcend national boundaries.

In addition there are in most, perhaps in all countries, voluntary organizations such as co-operatives, women's groups, etc. for which an interest in world affairs is not a primary concern but which have opportunities for promoting international understanding in its membership. It is to be hoped that these organizations will use to the utmost these opportunities for widening their members' interest and concerns.

Finally, it is impossible to ignore the influence of churches and of religious movements, some of which are world-wide in their concern, although others accept a mainly local ambit. But whilst it would seem bizarre to avoid all reference to them and the extent to which they do, or could, promote international understanding, it is not a subject which it would be proper to pursue here; perhaps, however, it is not inappropriate to express the hope that ecclesiastical and religious leaders are giving anxious thought to ways in which, through their work, understanding between peoples may be fostered.

IV. PROBLEMS

Inevitably, problems confront those who seek to promote international understanding through adult education. Some of them are obvious, springing from the fact that education is not an autonomous activity but is part of the total society and must operate within the framework of prevailing public opinion. We state the problems in no defeatist sense, for we are impressed with the success with which some of them are being tackled, and the final section of this report contains recommendations which we believe would help in overcoming others.

The overriding problem is the lack of interest and of a sense of urgency amongst the general public about international understanding, (and, we fear, amongst many adult educators themselves) with the consequence that the resources placed at the disposal of those working in this field are inadequate. More could undoubtedly be done, especially in the way of exchanges (one of the most useful ways of promoting international understanding) if more money were available. Perhaps National Commissions for Unesco could stimulate the provision of more adequate resources in their respective countries.

Secondly, little scientific evaluation of results has yet been undertaken, conclusions are largely based on intuition, and adult educators must largely work in a spirit of faith. It is perhaps not right to assume that all important values can be expressed in terms of dimensions which are capable of scientifically accurate measurement, and certainly judgement and action cannot be suspended until scientific accuracy has been achieved. Nevertheless more scientific research in this field is urgently required; without it, it is impossible to isolate the factors making for effectiveness or to determine precisely the success of a particular method. It is partly because there is so little in the way of evaluation of results that adult educators often tend to be uncertain about their objectives. Programmes ought to have as their aim something more specific than spreading a vague general goodwill.

Another problem is that international understanding may be most difficult to promote in situations where it is at a minimum and therefore most needed; for example, between countries whose physical remoteness makes personal contact difficult, or between countries or groups whose relations are strained with the consequence that little intercourse between them takes place and attempts to bring it about are met with indifference or hostility.

Another problem is that, whilst bilateral exchanges are comparatively easy to arrange, multilateral encounters present greater difficulties. Bilateral programmes can often be carried on with some continuity and on a large scale. The more limited field of action permits of a concentration of effort impossible to achieve where a wide variety of experiences is represented. But bilateral exchanges need to be complemented by multilateral programmes with the richness due to multiplicity and the widening of horizons.

The media of mass communication, whose influence in most countries is extensive, present adult educators with problems as well as opportunities. It is undoubtedly a problem that those

who control the mass media do not always put the pomotion of international understanding high amongst their aims; responding to what they believe to be a mass demand for sport, crime, and the trivial, their programmes often serve to strengthen prejudices and confirm stereotypes about foreigners. Hence there is a need, as already noted, for adult educators to encourage the critical, intelligent, examination of programmes. But, on the other hand, some programmes directly aimed at the promotion of international understanding go unappreciated because many people do not understand the language of international affairs; there is a need for basic courses in the vocabulary of international affairs. Adult educators need to be ready to co-operate with the mass media. Their readiness to do so would probably lead to an increase in the number of films and programmes aimed at the furtherance of international understanding.

The problem of linguistic barriers has already been referred to. In spite of improvements in language teaching it remains a formidable one.

Finally, the problem is to make the most effective use of resources which are, and probably always will be, inadequate in terms of money, physical facilities, trained personnel, and suitable educational aids.

V. SUGGESTIONS FOR ACTION

A. By Member States

With the support of all countries, emphasis is now being placed on the promotion of literacy (thought of as something more than the bare acquisition of the skills of reading and writing) although the subject is of more direct relevance to some countries than to others; the spread of literacy is seen, in the long run, to be of universal benefit. This study about international understanding needs to be seen in the same light. The urgency for education in international understanding in any given country will depend upon the country's geographical, economic, political, and social situation, yet every country is affected by the furtherance of the comity of nations and of peoples, even in an area apparently remote from its own interests. States can no longer live in isolation; every country has an interest in the well-being of every other, and all are benefited by the extension, anywhere, of international understanding.

The growth of aid to developing countries is producing a new kind of relationship between States, and one which urgently needs to be rightly understood. There is need for understanding both in the giving and in the receiving country. "You do not have the humility to give in grace that we may accept with dignity," the late Pandit Nehru remarked on one occasion, and he was alluding to a state of affairs where there was inadequate understanding of the relationship which should prevail in this situation. It is a relationship of mutual interest which will not be adequately understood without adult education.

Suggestions for action which should be taken by Member States are implicit in the foregoing sections of this report. They include the placing of more emphasis on the promotion of international understanding in adult education programmes; the provision of more adequate resources; the bringing of this report to the notice of adult educators; and the incorporation in training programmes of the wider study of methods of promoting international understanding through adult education. In relation to this last point it must be said that the present arrangements for training adult educators are inadequate, and that most of them, slight as they are, make little reference to the international aspects of adult education.

A further suggestion commended to the attention of governments of Member States is that bilateral cultural conventions should be extensive enough in their scope to embrace adult education.

B. By Unesco

It is recommended that Unesco should:

(1) bring this study of the promotion of international understanding through adult education to the attention of Member States and of non-governmental organizations and should invite them, within a specified period, to report on the situation within their own respective countries or spheres of interest;

(2) give higher priority to the encouragement of international organizations and non-governmental organizations whose purpose is the promotion of international understanding; give financial support for their work where possible and necessary; publicize their work through Unesco publications; and seek to put similar organizations into touch with each other;

(3) take the initiative in promoting research, either undertaken by Unesco itself, or by a suitable institution (such as the Unesco Institute at Hamburg), or by a group of institutions in co-operation. Research will be of different forms, according to its purpose, e.g. the basic collection of data, the evaluative study of existing programmes, or creative research leading to the formulation of new ideas.

Note: the following are cited by way of illustration as topics in which research is desirable or where the results of research need to be publicised:

methods of language learning by adults;

the investigation, in a suitable urban society, of the reason why certain sections of the community have developed a concern for international understanding and how it is expressed;

an inquiry into the reasons why some experiments in the promotion of international understanding succeed and others fail;

an investigation of ways by which, through adult education, the results of research into the conditions which produce harmony or tension between groups (that is, conflict studies) can be disseminated;

an investigation of ways in which an interest in international understanding can be aroused in hitherto inattentive citizens.

(4) include education for international understanding in its own training programmes in adult education;

(5) act as an information clearing house, and in particular:

(a) seek to ensure the wider distribution of The Courier;

(b) collect systematically and publicize information concerning schemes and opportunities for promoting international understanding through adult education;

(c) be in a position to put similar institutions in different countries into touch with one another;

(d) publish information in simple language about the work of the United Nations and its Specialized Agencies;

(e) consult with the International Air Transport Association about the possibility of placing in airliners brochures concerning the countries to be visited, the cost of which might be met by the governments of the countries concerned.

(6) sponsor schemes for the exchange of adult educators and colloquia in which they may have the opportunity of exchanging experiences;

(7) investigate the possibility of securing inexpensive travel arrangements for bona fide adult students, and publicize the results of such investigations;

(8) explore the possibility of channelling funds from various international sources into activities aimed at promoting international understanding;

(9) provide an outline guide to the preparation of study kits relating to the promotion of international understanding through adult education;

(10) publish, or assist in the publication of, this report or similar reports for the guidance of adult educators, and secure the publication in a conveniently accessible form of such documents as the Charter of the United Nations, the Statute of the International Court of Justice, the Universal Declaration of Human Rights, and the "Montreal declaration".

(11) provide, or encourage other suitable agencies to provide, international correspondence courses;

(12) take the initiative in promoting consultation about the education of seafarers;

(13) convene colloquia (a) of editors of adult education journals and (b) of producers of films and television and radio programmes with the object of considering how through their work they can make the maximum contribution to international understanding;

(14) consider the feasibility of making a periodical award for the film, radio or television programme considered to have made the greatest contribution to international understanding;

(15) provide resources so that, in so far as these suggestions are adopted they can be implemented effectively and without undue delay.

ERIC Clearinghouse
MAY 20 1969
on Adult Education